July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 5

Test Date: March 2009
Code: 11871451
SAU: Woodland School Department
School: Woodland Consolidated Sch

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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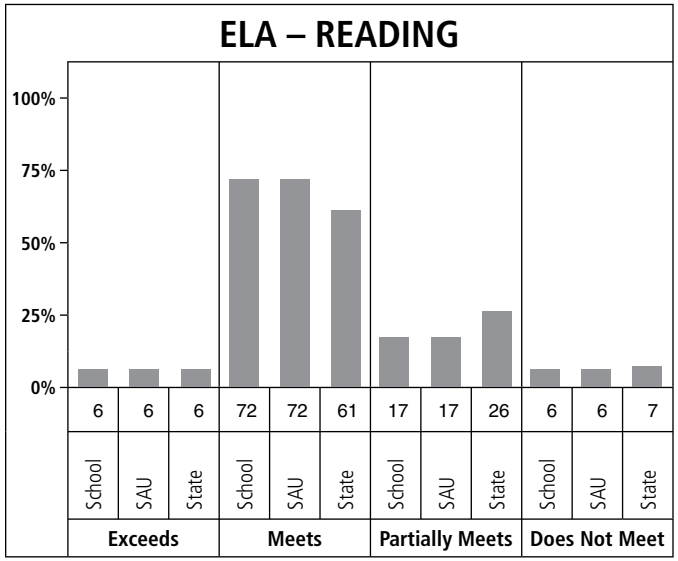
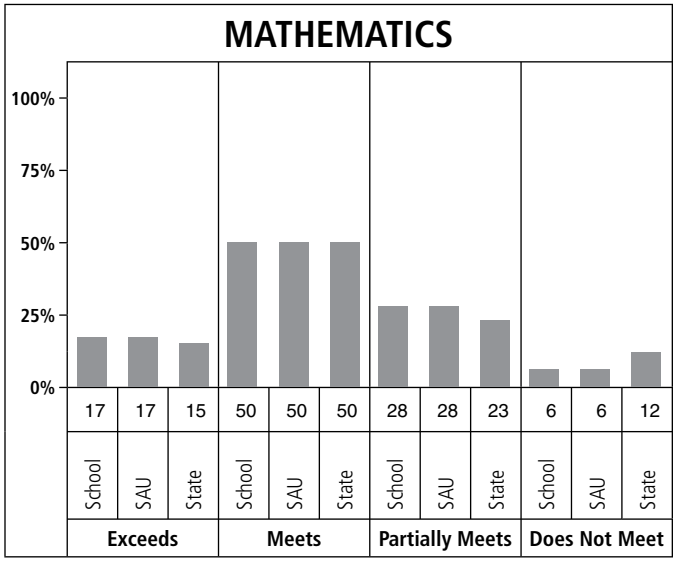
SUMMARY OF SCORES

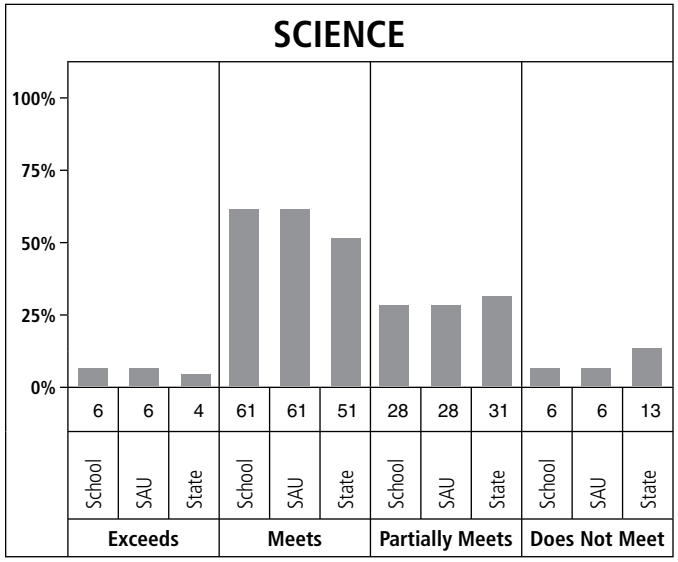
Test Date: March 2009
Grade: 5
SAU: Woodland School Department
School: Woodland Consolidated Sch

Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	547	547	544
2007–2008	548	548	545
2008–2009	**548**	**548**	**546**
Cum. Avg.*	548	548	545
Mathematics			
2006–2007	551	551	546
2007–2008	549	549	546
2008–2009	**547**	**547**	**547**
Cum. Avg.*	549	549	546
Science			
2008-2009 **	**544**	**544**	**543**







*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: Woodland School Department
School: Woodland Consolidated Sch

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																	
							ELA–Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	18	100	18	100	14212	100	18	100	18	100	14135	100	18	100	18	100	14144	100	18	100	18	100	14137	100
Ethnicity African American/Black	0	0	0	0	397	3	0	0	0	0	388	98	0	0	0	0	393	99	0	0	0	0	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	1	6	1	6	175	1	1	100	1	100	172	99	1	100	1	100	172	99	1	100	1	100	173	99
Caucasian/White	17	94	17	94	13271	93	17	100	17	100	13212	100	17	100	17	100	13211	100	17	100	17	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	4	22	4	22	2479	17	4	100	4	100	2454	100	4	100	4	100	2455	100	4	100	4	100	2451	99
Current LEP	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	8	44	8	44	5848	41	8	100	8	100	5815	100	8	100	8	100	5819	100	8	100	8	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	13	72	13	72	10849	76	13	72	13	72	10872	76	13	72	13	72	10976	77
Identified disability (PET/IEP)	0	0	0	0	298	3	0	0	0	0	307	3	0	0	0	0	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	5	28	5	28	3122	22	5	28	5	28	3124	22	5	28	5	28	3019	21
Identified disability (PET/IEP)	4	80	4	80	1992	64	4	80	4	80	2000	64	4	80	4	80	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	1	20	1	20	907	29	1	20	1	20	886	28	1	20	1	20	826	27
Participation through alternate assessment (PAAP)	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

[1]Percents are the percentage of students enrolled in each participation category.
[2]Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
[3]Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	**March 2009**
Grade:	**5**
SAU:	**Woodland School Department**
School:	**Woodland Consolidated Sch**

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in English language arts – reading.		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	0	0	0	0	702	5
	2007-2008	1	8	1	8	659	5
	2008-2009	**1**	**6**	**1**	**6**	**836**	**6**
	Cum. Total*	2	4	2	4	2197	5
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	12	80	12	80	7730	55
	2007-2008	8	67	8	67	8195	58
	2008-2009	**13**	**72**	**13**	**72**	**8495**	**61**
	Cum. Total*	33	73	33	73	24420	58
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	3	20	3	20	4182	30
	2007-2008	2	17	2	17	3800	27
	2008-2009	**3**	**17**	**3**	**17**	**3667**	**26**
	Cum. Total*	8	18	8	18	11649	28
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	0	0	0	0	1419	10
	2007-2008	1	8	1	8	1362	10
	2008-2009	**1**	**6**	**1**	**6**	**973**	**7**
	Cum. Total*	2	4	2	4	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**48**	**100**	32.4	67.5	32.4	67.5	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	16.6	69.2	16.6	69.2	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	15.8	65.8	15.8	65.8	15.8	65.8

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA-READING RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: Woodland School Department
School: Woodland Consolidated Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	18	1	6	13	72	3	17	1	6	548	18	6	72	17	6	548	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										0						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	1										1						166	4	54	32	10	543
Caucasian/White	17	1	6	12	71	3	18	1	6	548	17	6	71	18	6	548	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2290	0	29	47	23	537
No	14	1	7	12	86	0	0	1	7	550	14	7	86	0	7	550	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	18	1	6	13	72	3	17	1	6	548	18	6	72	17	6	548	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	8	1	13	6	75	1	13	0	0	551	8	13	75	13	0	551	5716	2	51	35	12	542
No	10	0	0	7	70	2	20	1	10	546	10	0	70	20	10	546	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	18	1	6	13	72	3	17	1	6	548	18	6	72	17	6	548	13963	6	61	26	7	546
Gender																						
Female	8	0	0	6	75	1	13	1	13	543	8	0	75	13	13	543	6882	8	62	24	6	547
Male	10	1	10	7	70	2	20	0	0	553	10	10	70	20	0	553	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	3	60	1	20	1	20	544	5	0	60	20	20	544	1914	1	41	44	14	540
No	13	1	8	10	77	2	15	0	0	550	13	8	77	15	0	550	12057	7	64	23	6	547
Gifted/talented program																						
Yes	1										1						450	26	72	2	0	557
No	17	1	6	12	71	3	18	1	6	548	17	6	71	18	6	548	13521	5	60	27	7	545

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

ELA-READING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Woodland School Department
School: Woodland Consolidated Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	11	0	0	2	100	0	0	0	0	557	11	0	100	0	0	557	4	2	40	34	24	540
B. less than one hour	72	1	8	9	69	2	15	1	8	548	72	8	69	15	8	548	70	6	63	26	6	546
C. one to two hours	17	0	0	2	67	1	33	0	0	545	17	0	67	33	0	545	24	7	61	26	6	546
D. more than two hours	0										0						2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	22	1	25	3	75	0	0	0	0	551	22	25	75	0	0	551	36	10	67	18	5	549
B. good	50	0	0	7	78	2	22	0	0	551	50	0	78	22	0	551	47	5	62	27	6	546
C. fair	22	0	0	2	50	1	25	1	25	539	22	0	50	25	25	539	15	2	47	40	12	541
D. poor	6	0	0	1	100	0	0	0	0	550	6	0	100	0	0	550	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	39	0	0	7	100	0	0	0	0	552	39	0	100	0	0	552	31	9	65	20	5	548
B. They match some of what I have learned.	44	1	13	4	50	2	25	1	13	546	44	13	50	25	13	546	55	5	63	27	5	546
C. They match just a little of what I have learned.	17	0	0	2	67	1	33	0	0	545	17	0	67	33	0	545	10	3	45	38	14	542
D. There is no match.	0										0						3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	17	1	33	1	33	1	33	0	0	552	17	33	33	33	0	552	16	3	49	32	15	542
B. about the same as my regular schoolwork	78	0	0	11	79	2	14	1	7	547	78	0	79	14	7	547	64	7	63	25	5	547
C. easier than my regular schoolwork	6	0	0	1	100	0	0	0	0	550	6	0	100	0	0	550	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	13	0	0	1	50	1	50	0	0	544	13	0	50	50	0	544	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	56	0	0	6	67	2	22	1	11	548	56	0	67	22	11	548	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	31	1	20	4	80	0	0	0	0	552	31	20	80	0	0	552	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	17	0	0	3	100	0	0	0	0	551	17	0	100	0	0	551	20	10	64	21	5	548
B. 20 minutes to an hour	39	0	0	5	71	1	14	1	14	547	39	0	71	14	14	547	56	7	65	24	5	547
C. less than 20 minutes	11	0	0	1	50	1	50	0	0	544	11	0	50	50	0	544	10	3	52	33	12	543
D. I rarely read at home.	33	1	17	4	67	1	17	0	0	549	33	17	67	17	0	549	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	47	0	0	6	75	1	13	1	13	546	47	0	75	13	13	546	25	3	53	33	11	543
B. six to ten pages	24	0	0	4	100	0	0	0	0	551	24	0	100	0	0	551	26	6	61	26	7	546
C. eleven or more pages	29	1	20	2	40	2	40	0	0	550	29	20	40	40	0	550	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: Woodland School Department
School: Woodland Consolidated Sch

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in mathematics.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	1	7	1	7	1711	12
	2007-2008	2	17	2	17	1617	12
	2008-2009	**3**	**17**	**3**	**17**	**2119**	**15**
	Cum. Total*	6	13	6	13	5447	13
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 542–560)	2006-2007	10	67	10	67	6778	48
	2007-2008	7	58	7	58	7284	52
	2008-2009	**9**	**50**	**9**	**50**	**7046**	**50**
	Cum. Total*	26	58	26	58	21108	50
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	4	27	4	27	3884	28
	2007-2008	3	25	3	25	3341	24
	2008-2009	**5**	**28**	**5**	**28**	**3193**	**23**
	Cum. Total*	12	27	12	27	10418	25
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	0	0	0	0	1683	12
	2007-2008	0	0	0	0	1778	13
	2008-2009	**1**	**6**	**1**	**6**	**1638**	**12**
	Cum. Total*	1	2	1	2	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**48**	**100**	25.4	52.9	25.4	52.9	25.5	53.1
A. Number	**18**	**38**	9.8	54.4	9.8	54.4	9.8	54.4
B. Data	**10**	**21**	5.5	55.0	5.5	55.0	5.2	52.0
C. Geometry	**10**	**21**	4.5	45.0	4.5	45.0	4.7	47.0
D. Algebra	**10**	**21**	5.7	57.0	5.7	57.0	5.7	57.0

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

MATHEMATICS RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: Woodland School Department
School: Woodland Consolidated Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	18	3	17	9	50	5	28	1	6	547	18	17	50	28	6	547	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										0						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	1										1						166	9	43	31	17	543
Caucasian/White	17	3	18	8	47	5	29	1	6	547	17	18	47	29	6	547	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2307	3	32	32	33	536
No	14	2	14	9	64	2	14	1	7	548	14	14	64	14	7	548	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	18	3	17	9	50	5	28	1	6	547	18	17	50	28	6	547	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	8	1	13	5	63	1	13	1	13	544	8	13	63	13	13	544	5731	7	46	29	18	542
No	10	2	20	4	40	4	40	0	0	548	10	20	40	40	0	548	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	18	3	17	9	50	5	28	1	6	547	18	17	50	28	6	547	13988	15	50	23	12	547
Gender																						
Female	8	0	0	4	50	3	38	1	13	539	8	0	50	38	13	539	6889	14	51	23	12	546
Male	10	3	30	5	50	2	20	0	0	552	10	30	50	20	0	552	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	1	20	1	20	2	40	1	20	542	5	20	20	40	20	542	1918	3	39	36	22	539
No	13	2	15	8	62	3	23	0	0	548	13	15	62	23	0	548	12078	17	52	21	10	548
Gifted/talented program																						
Yes	1										1						450	64	34	2	0	564
No	17	2	12	9	53	5	29	1	6	546	17	12	53	29	6	546	13546	14	51	23	12	546

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Woodland School Department
School: Woodland Consolidated Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	11	1	50	1	50	0	0	0	0	559	11	50	50	0	0	559	4	8	38	26	28	539
B. less than one hour	72	2	15	6	46	4	31	1	8	546	72	15	46	31	8	546	70	15	52	23	10	547
C. one to two hours	17	0	0	2	67	1	33	0	0	539	17	0	67	33	0	539	24	15	51	23	11	547
D. more than two hours	0										0						2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	3	50	1	17	2	33	0	0	554	33	50	17	33	0	554	34	28	50	14	8	552
B. good	50	0	0	8	89	1	11	0	0	548	50	0	89	11	0	548	45	11	54	24	10	546
C. fair	11	0	0	0	0	2	100	0	0	534	11	0	0	100	0	534	18	3	45	33	19	540
D. poor	6	0	0	0	0	0	0	1	100	518	6	0	0	0	100	518	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	28	2	40	3	60	0	0	0	0	557	28	40	60	0	0	557	38	22	52	19	7	550
B. They match some of what I have learned.	44	1	13	3	38	4	50	0	0	545	44	13	38	50	0	545	48	12	53	24	11	546
C. They match just a little of what I have learned.	28	0	0	3	60	1	20	1	20	540	28	0	60	20	20	540	11	6	40	30	24	540
D. There is no match.	0										0						3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	28	0	0	3	60	2	40	0	0	542	28	0	60	40	0	542	17	7	42	30	21	540
B. about the same as my regular schoolwork	56	2	20	4	40	3	30	1	10	548	56	20	40	30	10	548	64	15	53	23	10	547
C. easier than my regular schoolwork	17	1	33	2	67	0	0	0	0	549	17	33	67	0	0	549	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	24	1	25	2	50	0	0	1	25	546	24	25	50	0	25	546	7	6	39	27	27	539
B. 30–45 minutes	59	1	10	6	60	3	30	0	0	547	59	10	60	30	0	547	28	9	49	28	15	544
C. 45–60 minutes	18	1	33	1	33	1	33	0	0	549	18	33	33	33	0	549	41	17	53	21	9	548
D. more than 60 minutes	0										0						24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	6	0	0	0	0	1	100	0	0	532	6	0	0	100	0	532	6	14	43	24	20	543
B. two or three days a week	0										0						24	17	52	21	10	548
C. two or three times each month	11	1	50	1	50	0	0	0	0	560	11	50	50	0	0	560	33	17	52	21	9	548
D. never or almost never	83	2	13	8	53	4	27	1	7	546	83	13	53	27	7	546	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	0										0						23	13	47	26	15	545
B. two or three days a week	35	0	0	4	67	2	33	0	0	543	35	0	67	33	0	543	31	17	52	21	10	548
C. two or three times each month	29	1	20	1	20	2	40	1	20	542	29	20	20	40	20	542	27	17	52	21	10	548
D. never or almost never	35	2	33	4	67	0	0	0	0	555	35	33	67	0	0	555	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Woodland School Department
School: Woodland Consolidated Sch

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in science.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	1	6	1	6	626	4
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	11	61	11	61	7187	51
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	5	28	5	28	4364	31
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	1	6	1	6	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	**48**	**100**	29.6	61.7	29.6	61.7	29.2	60.8
D. The Physical Setting	**24**	**50**	12.9	53.8	12.9	53.8	12.9	53.8
E. The Living Environment	**24**	**50**	16.7	69.6	16.7	69.6	16.3	67.9

The MEA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard D. The Physical Setting
- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

Content Standard E. The Living Environment
- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution

*Standards were set for the new grade 5 science assessment in May 2009 so no historical data are available.

SCIENCE RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: Woodland School Department
School: Woodland Consolidated Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	18	1	6	11	61	5	28	1	6	544	18	6	61	28	6	544	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										0						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	1										1						167	1	40	37	22	539
Caucasian/White	17	1	6	10	59	5	29	1	6	544	17	6	59	29	6	544	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2309	2	29	39	29	536
No	14	0	0	10	71	4	29	0	0	545	14	0	71	29	0	545	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	18	1	6	11	61	5	28	1	6	544	18	6	61	28	6	544	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	8	0	0	7	88	1	13	0	0	546	8	0	88	13	0	546	5729	2	42	37	20	539
No	10	1	10	4	40	4	40	1	10	542	10	10	40	40	10	542	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	18	1	6	11	61	5	28	1	6	544	18	6	61	28	6	544	13987	4	51	31	13	543
Gender																						
Female	8	0	0	3	38	4	50	1	13	536	8	0	38	50	13	536	6886	4	49	33	14	542
Male	10	1	10	8	80	1	10	0	0	550	10	10	80	10	0	550	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	1	20	2	40	2	40	0	0	543	5	20	40	40	0	543	1917	1	31	41	28	536
No	13	0	0	9	69	3	23	1	8	544	13	0	69	23	8	544	12078	5	55	30	11	544
Gifted/talented program																						
Yes	1										1						450	25	72	2	1	557
No	17	1	6	10	59	5	29	1	6	543	17	6	59	29	6	543	13545	4	51	32	13	543

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

SCIENCE RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Woodland School Department
School: Woodland Consolidated Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	11	1	50	1	50	0	0	0	0	559	11	50	50	0	0	559	4	2	37	35	25	538
B. less than one hour	72	0	0	7	54	5	38	1	8	541	72	0	54	38	8	541	70	4	53	31	12	544
C. one to two hours	17	0	0	3	100	0	0	0	0	545	17	0	100	0	0	545	24	5	51	31	12	544
D. more than two hours	0										0						2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	17	0	0	3	100	0	0	0	0	550	17	0	100	0	0	550	26	7	56	26	11	545
B. good	56	1	10	6	60	2	20	1	10	544	56	10	60	20	10	544	53	4	53	31	11	544
C. fair	28	0	0	2	40	3	60	0	0	540	28	0	40	60	0	540	18	2	41	39	17	540
D. poor	0										0						3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	17	1	33	1	33	1	33	0	0	550	17	33	33	33	0	550	23	5	56	28	11	544
B. They match some of what I have learned.	44	0	0	6	75	2	25	0	0	543	44	0	75	25	0	543	48	5	52	31	12	544
C. They match just a little of what I have learned.	39	0	0	4	57	2	29	1	14	542	39	0	57	29	14	542	23	4	49	33	14	543
D. There is no match.	0										0						6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	11	0	0	0	0	1	50	1	50	528	11	0	0	50	50	528	23	5	48	31	16	543
B. about the same as my regular schoolwork	67	1	8	9	75	2	17	0	0	547	67	8	75	17	0	547	58	4	52	32	12	543
C. easier than my regular schoolwork	22	0	0	2	50	2	50	0	0	542	22	0	50	50	0	542	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	0										0						33	5	51	31	14	543
B. a few times a week	33	0	0	4	67	2	33	0	0	542	33	0	67	33	0	542	45	4	52	32	11	544
C. once a week	33	0	0	4	67	1	17	1	17	542	33	0	67	17	17	542	8	4	50	30	16	542
D. a few times a month	33	1	17	3	50	2	33	0	0	547	33	17	50	33	0	547	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	82	1	7	8	57	5	36	0	0	544	82	7	57	36	0	544	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	0										0						23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	6	0	0	1	100	0	0	0	0	548	6	0	100	0	0	548	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	12	0	0	2	100	0	0	0	0	553	12	0	100	0	0	553	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	22	0	0	4	100	0	0	0	0	547	22	0	100	0	0	547	47	4	51	32	12	543
B. a few times a month	17	0	0	2	67	1	33	0	0	545	17	0	67	33	0	545	27	5	54	30	11	544
C. once a month	11	0	0	1	50	1	50	0	0	538	11	0	50	50	0	538	10	5	49	30	15	543
D. never or almost never	50	1	11	4	44	3	33	1	11	543	50	11	44	33	11	543	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	17	0	0	3	100	0	0	0	0	545	17	0	100	0	0	545	46	4	52	32	12	543
B. a few times a month	17	0	0	2	67	1	33	0	0	548	17	0	67	33	0	548	28	5	53	30	12	544
C. once a month	11	0	0	1	50	1	50	0	0	538	11	0	50	50	0	538	11	4	47	34	15	542
D. never or almost never	56	1	10	5	50	3	30	1	10	543	56	10	50	30	10	543	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number